

for Summer Learning

School-Home Literacy Connections

Introduction for Teachers of Grades
Pre-K through 2



PILOT, May 2003





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How to Use This Notebook

The FAMILY FUNdamentals for Summer Learning contains over 200 activities families can do together to maintain and increase student learning for preschool and early elementary students over the summer. Each activity is aligned to skills and interventions included in the Michigan Curriculum Framework and supports standards and benchmarks in language arts.

When should these activities be used?

All prekindergarten and early elementary students will benefit from the additional practice they will get from using these activities. However, these activities will be most effective if they are part of an *individualized instruction plan* that matches interventions to assessed need, as revealed through your year-end assessments. Use these tools to:

- Create and strengthen learning partnership between schools, students and parents; and
- Provide parents with important at-home learning activities to help prepare their child for the next school year.

What's in FAMILY FUNdamentals for Summer Learning?

The Introduction contains several helpful articles about the importance of summer learning and how to work more effectively with families. You will also find helpful tools to make it easier for you to communicate with parents including:

- General tips on getting parents involved in their child's learning;
- Sample parent letter and information; and
- Additional resources

The Learning Activities section contains:

- Information on Michigan's Literacy Content Standards and Benchmarks and how children become readers;
- Short activities called "Lifestyle Literacy Learning" parents can use with their children at home, in the sun or on the run;
- Literacy activities of varied degrees of difficulty and completion time, organized by grade level and the five essential components of reading instruction

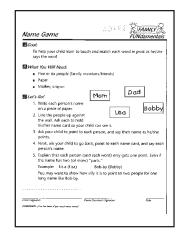
All information contained in this publication may be printed, copied and given to parents as you choose. For example, you could print and copy a full English Language Arts activities for each parent, or select specific skill activities based on student need.



Bookmarks and Hyperlinks - To assist you in quickly finding information and materials, all documents contain bookmarks and hyperlinks that allow you to simply point and click. For example, some activities in the Letter-Sound category ask parents to use pictures of objects to match sounds. Just point and click picture cards on the activity and you will be linked directly to the picture card file. Be sure to read through activities you select to make sure you are including these supporting documents. Also, feel free to supplement these with materials from your own library.

How are activities organized in each section?

Literacy activities are sorted by the five critical components of literacy instruction as defined by *No Child Left Behind Act of 2001 is Phonological Awareness, Phonics, Comprehension, Fluency,* and *Vocabulary*.



Activity Page

By Content Standard: Activities are connected to content standards. This will help you to plan, although activities were selected to cross skill areas. This means that some activities promote more than one kind of skill. For example, you are likely to find additional phonemic awareness activities within the phonics section. And activities within the measurement section are likely to also support skills such as counting or data collection.

By Grade: Activities have also been arranged within sets according to grade level (PreK for children between PreK and Kindergarten; K for children between Kindergarten and 1st, etc.). *However, not all your students will fit within those sets.* You will have to look over the activities in each set to see which ones *you* believe will be most appropriate for an individual child.

Who created the activities?

Most literacy activities came from the *Family FUNdamentals for Literacy*, which in turn came from the files and imaginations of teachers who participate on the MDE Early Literacy Committee. In addition, many of the activities were adapted from the School Home Links Kits, published by the Department of Education and the Partnership for Family Involvement in Education.

What kinds of activities are in here?

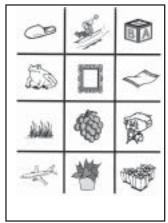
Our contributors tried to choose a variety of activities to appeal to a wide range of families. A few are short, prescriptive activities that research shows will appeal to even the most reluctant families. They are quick (they can be completed in about ten minutes), require few materials and are fairly simple to understand.

But most are more active, open-ended activities that families can complete while enjoying favorite summertime events. These activities tend to be more game- or action-oriented. They bring reading and language activities into all parts of life.



How do I start?

- 1. After you have assessed a student's strengths and challenges, use the table of contents or the search functions within the document to find and select the activities you feel would be appropriate and interesting for your students.
- 2. This document is searchable using key words, and you can print directly from each activity. However, it might be easier for some users to print a master copy of all activities and place them in a notebook for easier browsing when you are away from your computer. Be sure to include for parents all the introductory pages, as well as the Lifestyle Literacy activity pages.



Sample Picture Card

- 3. Meet with the child's parents, grandparents or other caring adults. You might want to consider hosting a family summer kickoff to give all parents an overview of the activities and what they can expect to see in their packets. Then give individual families the activities you've chosen for their child, along with cover letters and supplemental materials from Appendix A (as desired or as appropriate). Talk about your assessment of their child's progress and how it will shape instruction in the classroom. Enlist their help at home, explaining that the child will make faster progress and avoid "summer slip" if s/he is able to practice what s/he is learning at home. Remind them that it needn't take hours each day—just some new ways of talking, listening, reading, and solving problems together. Some activities take as little as ten minutes a day, and some can be done while you eat dinner or play on the beach!
 - * It's not always possible to find time to talk with every family, and you may need to include activities in the final report card. However, we encourage you to try to give activities to parents in person so you can answer questions and listen to parents' ideas or concerns. Remember, this is a *dialogue*. You are laying the groundwork for a *team* effort in improving the child's reading and writing.

Is that all?

Getting families to engage in summer learning activities is great. Just as important, though, is building stronger relationships between home and school. Encourage your families to observe their child's interest and skill level as they engage in summer learning. Invite them to record their observations and share them with next year's teacher in the fall. Hearing from parents—and carefully considering what they say—can help in a number of ways:

- Teachers will know if the behaviors you observe at school are also observed at home.
- Schools will communicate to families that their observations and opinions are significant.
- All the adults in the child's life will have a better idea how the child prefers to learn and what kinds of activities motivate him or her.
- Teachers may learn from parents better ways of working with this child.



- Schools may learn which families need further intervention (parent peer support, introducing the parent to the school media specialist to help choose appropriate books, outside tutoring, etc.)
- Schools will build stronger partnerships for student success that can last throughout this student's academic career.

What if I want to add activities in the notebook?

Each section includes a blank page that you can copy as many times as you like and make up your own activities, based on the interests and needs of the students you choose to work with. You are also free to modify the existing activities to better meet your needs and the needs of your students.

What if some parents won't get involved?

Almost all children have some network of adult support. Try to identify at least one caring adult in this child's life who would be willing to lend support outside the classroom. But first, read Patricia Edwards' column and other tips in the Introduction. Check out the resources for ideas for working with parents. There may be some simple efforts you can try that will make parents feel welcomed into this joint project of helping their children read well and independently by the end of third grade.

What if parents can't read well themselves?

We have tried very hard to make these activities "user friendly" and easy to read. If they are still too difficult for some adult readers, you may want to model the activity in the classroom with family members watching. Or try enlisting the help of a neighbor or friend in the school who might be willing to serve as a mentor for the family. Reach out to adult literacy programs in the area who may be able to give you tips on how parents can work with their children, even if they struggle with reading themselves.

What if families are English Language Learners (ELL)?

ELL master teachers have suggested the following tips for working with families:

- Encourage parents to continue to develop their child's primary language at home.
- Discuss worksheets in both their primary language and English. Concrete objects and real-life
 experiences or situations should be used as examples. Vocabulary should be presented in the
 context of a sentence.
- Parents who have limited English capability should read wordless books and tell stories to their children.
- Children should be encouraged to make their own sets of flashcards and picture dictionaries.
- Suggest helpful materials to check out of a library: wordless picture books, interactive books, picture dictionaries, concept books, recorded stories, songs, and chants, picture word flash cards.



Will I need extra supplies to use these activities with parents?

Most of our activities require little besides household objects and time to spend with the child. Some ask teachers to suggest books, word lists, letter-sounds, concepts or skills for which the child needs practice. This will allow you to target these activities more closely to the assessed need.

A few other activities ask parents to make picture cards, word cards or other helps. The easier you can make that job for parents, the more likely they will be to try the activity. Appendix A includes a few sheets of game cards and picture cards that will come in handy for some of these activities. These are also hyperlinked within the activities that use them. It also includes lists that identify books that can help with specific skill areas like phonemic awareness, prediction, etc.

You will find additional resources in the books listed at the end of this section, which may be available on your own shelves or on the shelves of a colleague. You may want to compile your own "library" of handy references for picture cards, lists, activities or other tools that will make these activities more fun and interesting for parents. We've started the process, by including a page of print and Web resources for families.



Using Summer Learning Activities to Develop Positive Parent Partnerships

"Parent-teacher collaborations, like all parent involvement, is based on mutual respect, understanding of the other's perspective and role, and the sharing of knowledge, information, and skills. Each individual in any partnership brings unique values, ideas, perspectives, and skills to the relationship; therefore, each parent partnership will be different. Family-centered practice emphasizes the family's central role in planning and making decisions about services for their child and other family members. The teacher can assist parents in assessing their child's strengths and needs, family resources, priorities, and concerns, and can help identify goals and services with the family."

From *Parents and Teachers as Partners* Rockwell, R.E., Andre, L.C., Hawley, M.K., Harcourt Brace, 1996

eaningful parent involvement only happens in an atmosphere of mutual respect and trust.

Successful schools build this trust by empowering parents through communication and support. *Teachers* share with parents their knowledge of how children learn to read, and offer practical information and strategies to help young readers tackle each new skill on the way to literacy. *Parents* educate teachers about their child's strengths and needs, as well as family interests and concerns. And they help make the decisions that affect their child's reading program and how the family will help.

Creating successful partnerships

Successful partnerships don't just happen.

They take good communication skills and a positive approach to involvement. Here are some things to consider as you work with the families of your students.

1. Create a welcoming environment in your classroom, and encourage a "family-friendly" culture in your school.

- **2. Expect cooperation and collaboration** from parents. Most parents are eager to help their children learn to read, especially if they know which activities will make the most of their limited hours together.
- 3. Tell parents what they can expect their child to learn in school next year. Give them a list of literacy and math milestones they can watch for. (You can get a good list of expected grade-level accomplishments in reading from Macomb County Early Literacy Committee or from the National Academy of Sciences' Preventing Reading Difficulties in Young Children. The Michigan Reading Association also offers a helpful flipchart for parents. See resources.)
- **4. Explain why you do** what you do in the classroom, and how the parents' role fits in. This is especially important if your school has recently changed its curriculum or approach to reading instruction.
- **5.** Communicate openly and often. Build trust, so when it comes time to suggest parent interventions, they are eager to participate and know you're not wasting their time.



6. Actively listen to parents to learn their values, their needs, and their level of understanding.

Tips for involving "hard-to-reach" families

While it's true that most families are eager to help their children learn, some of the most atrisk students come from families who may not be eager to participate in school activities. Here are some additional tips that can help you successfully reach out to these families.

- **1. Learn to observe**, and recognize the strengths in each family. Whatever the form or degree, all families have strengths. Focus on those and use them to explore ways the family can help with literacy activities.
- 2. Assess your values! When working with families from different cultures, develop an awareness of your own cultural and family values and beliefs, and recognize how they influence your attitudes and behaviors. Then develop an understanding of how the cultural values and lifestyle choices of your students' parents influence their attitudes and beliefs. (*Parents and Teachers as Partners* offers a helpful tool to help you do this. See resources on page 11.)
- 3. Promote positive relationships.
 - Allow the family to tell its own story and listen carefully to family members.
 - Provide accurate, honest information to parent questions. Avoid jargon and use language that family members can understand.
 - Give parents choices and individualized alternatives for working with their child.
 - Avoid using guilt or blame to motivate parents.

- Introduce parents to other staff or professionals who might help them. (i.e. reading tutors, media specialists, etc. Make school a place of many friends.)
- Never assume your training or experience has given you more knowledge about the child than the parents have.
- Demonstrate warmth, sensitivity and acceptance of yourself and of the family.
- Don't be afraid to say, "I don't know" and suggest someone who can offer more help or information.
- Examine your attitude toward children who struggle with learning. Focus on her/his strengths, not on what s/he can't do.
- Respect the family's right to choose its own level of participation.
- Introduce the family to other parents who have successfully worked with home activity. Parent-to-parent networking can be a powerful tool.

Source: Parents and Teachers as Partners, p. 85-86

4. Model activities first. If you suspect that the parents may struggle with literacy or math themselves, model the activities before sending home the sheet. Use stickers, colored markers or other tools to create visual cues to remind the parents what to do for each activity.



New Ways to Think about Involvement

"Schools and teachers frequently fall into the trap of doing things the way tradition dictates—'It's always been done this way.' The majority of today's families are anything but 'the way they've always been,' and maintaining communication means finding and using innovative ways of keeping the channels open in both directions." (Parents and Teachers as Partners, p. 104)

Collecting "parent literacy stories"

Patricia A. Edwards, a professor and senior consultant at the Center for the Improvement of Early Reading Achievement at Michigan State University, has found great success in working with parents by learning new ways to talk to parents. She offers research and methods that work in her new book, *A Path to Follow: Learning to Listen to Parents* (see resources below.) Also see article by Edwards in this packet.

Reading compacts: Are they right for your school?

A compact for reading is a written agreement among families, principals, teachers and students describing how each partner can help improve the reading and other language arts skills. The U.S. Department of Education offers a guide to writing compacts to use with children from kindergarten through third grade, including those with disabilities and with limited English proficiency. (See resources on next page.)

"Family involvement is something that schools must decide they want to do as consistently and meaningfully as they want to do reading and mathematics. You have to have a whole program of parental involvement that is tied to your goals."

Laurel A. Clark Center on School, Family and Community Partnerships at Johns Hopkins University

Notes:



But How Can I Get Parents Involved? The power of learning to listen to parents

by Patricia A. Edwards

Why is it necessary to work in new ways with parents? What are some new ways of communicating with parents? What can teachers learn from listening to parents? What resources are available to teachers to learn more about how to work with parents? Your success as a reading teacher depends on your finding answers to these questions.

"... as a child's first and most important teacher, a

parent can offer memories of specific formative

interactions, observations on early learning efforts,

and thoughts on how their own backgrounds have

impacted a child's attitude toward school. In

sharing their anecdotes and observations, parents

give us the keys to unlock a vault of social,

ew teachers would disagree with my observation that today's families have changed. The families of the 90s are different than those in the 50s and 60s. Teachers must acknowledge the changing structures and culture of the family—the "new reality"—they find in today's schools. Communication with students and their

parents is essential to acknowledging and dealing with these changes.

As American society changes and becomes more complex, educators must also

acknowledge that the cultural makeup of classrooms is changing in conjunction with the ethnic, cultural and economic changes occurring in families. These changes encroach on the school and on the lives of the families we serve. The recurring message is that "families today are just not like we used to know them...time and people have changed...." (Leitch & Tangri, 1988, p. 73).

Parents are people, too.

At the same time educators must understand that parents are not all the same. They have their own strengths and weaknesses, complexities, problems, and questions, and we must work with them and see them as more than "just parents." In my work with parents, I coined two terms, differentiated parenting and parentally appropriate, to help

> teachers find new ways to think about who parents are.

Differentiated **parenting** means recognizing that parents are different from one

another in their perspectives, beliefs, and abilities to negotiate school. While parents might have the same goals for their children (i.e. to read, write, and spell well), they might have different ideas about how they

Parentally appropriate means that because parents are different, tasks and activities must be compatible with their capabilities.

can help their children accomplish these goals.

emotional, and educational variables." -Patricia A. Edwards



For example, parents who don't read well might be very intimidated and frustrated by teachers who expect them to read to their children every night, and teachers might need to select other activities or support them in developing reading fluency. Parents who work multiple jobs or who are raising their children by themselves might not be able to attend parent conferences after school or in the early evenings, and teachers might need to make other arrangements to accommodate them. When we as teachers plan these activities and tasks, we must remember that parents want to accomplish them successfully, and we need to provide as much support to them as possible.

Traditional and nontraditional ways of communicating with parents

At different times throughout the school year parents are asked to become partners, collaborators and problem solvers, supporters, advisors and co-decision makers. Sometimes, they are asked simply to be an interested audience (Henderson, Marburger, & Ooms, 1986). In whatever capacity parents choose to participate in school activities, one thing is evident. With few exceptions, each parent was recruited by means of traditional forms of school communication: newsletters, telephone calls and meetings.

Traditional approaches

Most of us are familiar with the traditional forms of **one-way communication** Berger (1991) highlights in her book, *Parents as Partners in Education*:

- August Letters
- district newsletters
- handbooks
- happy-grams
- newspapers
- parent questionnaires
- spontaneous notes
- suggestion boxes

We might also recall the ever-popular **two-way forms of communication** she highlights:

• breakfast meetings

neighborhood visits

- carnivals
- back-to-school nights fairs
 - home visits
- exchanges
- open-door policies
- picnics
- school programs
- suppers
- telephone calls
- workshops
- Saturday morning sessions
- parent-teacher associations
- early-in-the-year contacts
- school maintenance projects

Although schools have been using a variety of ways to communicate with parents over the years, for the most part traditional approaches have been aimed at recruiting mainstream parents, especially those who are easy to reach. Usually, the more traditional approaches show little regard for the diversity of lifestyles or literacy levels among parents. As a result, few schools are communicating effectively with the very parents who would most benefit from a positive involvement in the school.

As problems resulting from this imbalance grow, more researchers are beginning to encourage educators to examine the effectiveness of their current parent-involvement approaches. France & Meeks (1987) warn that many parents "are largely being ignored by the schools, which go on sending home notices, report cards, homework assignments, information packets, survey forms, and permission slips as though they believe every parent can read and write." (p. 227)



Unfortunately, there are many parents who cannot read and write and who are unable to respond to the traditional forms of written communication sent by the school. For these parents, new forms of communication must be devised.

Nontraditional approaches

France & Meeks (1987) suggest, "When there are indicators that parents are failing to respond to parent involvement programs because of literacy problems, teachers should take the time to call and arrange conferences during which they can describe some of the ways in which academic success can be fostered outside of direct instruction." (p. 226) Although I support France and Meeks' teacher-motivated conference approach, I would like to suggest additional ideas.

Sometimes asking community leaders to contact parents who have literacy problems will provide the incentive parents need to become willing participants in a literacy program. Another approach is to ask parents to contact other parents who would benefit from the program. Both of these grassroots methods can build strong ties between the home and school, which, if carefully nurtured, will improve with time.

Regardless of the approaches schools employ to involve both mainstream and non-mainstream parents in their programs, educators should be sensitive to the various literacy levels of parents. No longer can one type of communication be effective with every group. Above all, educators should be sensitive to the diverse literacy levels of parents.

The importance of listening to parents

The diverse and difficult needs of today's children far outstrip the ability of any one institution to meet them. Yet one of the richest resources for understanding a child's early learning experiences—parents—is quite often the most frequently overlooked. In a recent book, *A Path to Follow*, my co-authors and I suggests that parent "stories" can be a highly effective, collaborative tool for accessing knowledge that may not be obvious, but would obviously be of benefit.

I, along with my co-authors have defined "stories" as narratives gained from open-ended conversations and/or interviews, where parents respond to questions designed to shed light on traditional and nontraditional early literacy activities in the home. After all, as a child's first and most important teacher, a parent can offer memories of specific formative interactions, observations on early learning efforts, and thoughts on how their own backgrounds have impacted a child's attitude toward school. In sharing their anecdotes and observations, parents give us the keys to unlock a vault of social, emotional, and educational variables.

The secondary benefit to the story approach, of course, is the empowerment that parents feel when they are given the chance to participate in a personally meaningful way—one that respects their viewpoint. As parents and schools continue to wrestle with prodigious challenges—shifting family demographics, time constraints, cultural divides, privacy issues, and of course, economics—stories remain a nonthreatening and practical vehicle for collaboration.



Questions teachers can ask to begin a new way to listen to parents:

- 1. Can you describe "something" about your home learning environment that you would like the school to build upon because you feel that this "something" would enhance your child's learning potential at school?
- 2. All children have potential. Did you feel that ______ had some particular talent or "gift" early on? If so, what was it? What did your child do to make you think that s/he had this potential? Were there specific things you did as a parent to strengthen this talent?
- 3. What do you and your child enjoy doing together?
- 4. Is there something about your child that might not be obvious to the teacher, but might positively or negatively affect

- her/his performance in school if the teacher knew? If so, what would that something be?
- 5. What activities/hobbies do you participate in as an individual? With your spouse or friends? As a family?

Patricia A. Edwards is a professor in the department of teacher education and a senior researcher at the National Center for the Improvement of Early Reading Achievement at Michigan State University.



Sample Letter to Parents

Dear Parent:

Summer is a time for fun and play. But did you know during summer students forget many reading and math skills learned during the school year? Also, the time children spend "relearning" lost skills during the next school year greatly reduces the valuable time needed to master new skills and subjects.

However, you can help stop your child's summer learning decline!

How? By spending time helping your child learn and practice the enclosed literacy activities. These activities were developed by the Michigan Department of Education as part of a pilot summer learning tool kit for parents. The kit contains activities to fit the interests and abilities of a wide range of children. However, we know that all children learn differently. This means that some activities may be too simple for your child; others may be too hard. And others simply might not interest your child. If your child seems bored or frustrated by an activity, don't worry. Just move on to another! Or try making up your own activities, once you've seen the kinds of tips included in the packet.

The activities are directly linked to Michigan's educational standards that guide what is taught and tested in the classroom. So you know these are all skills that your child has already started learning or will learn about soon. Practicing with you at home helps strengthen those skills and prepares your child to enter school ready to succeed. These activities also reinforce Governor Granholm's, the State Board of Education's and our school district's commitment to early learning, reading, and quality education.

A child's ability to succeed in school takes a partnership—one that begins at home and continues in school. We look forward to working together to help your child achieve and succeed.



Summer Learning – Turn Summer Decline into Learning Glide

"No more pencils, no more books!" No more teachers' crazy looks!"

For students, summer is a time for fun and play. However, when school's out, learning shouldn't stop. Here are the *Ten Top Reasons* to keep kids learning over the summer:

- 1. Education is the key to achievement and success.
- 2. Parents who are actively involved in their children's learning at home, help their children become more successful learners.
- 3. Stimulating children's brain development all summer brings big benefits in the fall.
- 4. The average student will forget manyreading and math skills learned during the school year.
- 5. Losses are greater among lower-income students who cannot attend summer enrichment programs, travel, or take advantage of structured learning opportunities.
- 6. Much of the achievement gap between advantaged and less advantaged students occurs in the summer months.
- 7. Children who lose ground over the summer, have a difficult time in "catching up" during the following school year.
- **8.** Time spent on "re-learning" substantially reduces the valuable classroom time needed to master new skills and subjects.
- 9. Steady improvement, throughout the year means that children will meet the high education standards supported by Michigan's State Board of Education and will assure students have the educational foundation needed to succeed in school and life.
- 10. Summer is an ideal time for families to provide the time, learning experiences, and practice to reinforce learning.



How Parents Can Help Children Glide into Summer

Create Structure

Children need and enjoy routines that give them a sense of order and teach both life skills and academic subjects. Establish routines around tasks your child is responsible for, such as personal grooming, helping prepare meals, buying groceries, or making the beds. Prepare a chart of these routines so each child can check that everything was done properly. Then use these ordinary activities to introduce important lessons.

Teach Around the House

Routine activities let your child practice skills and give you a chance to encourage learning informally. For example, talk to young children about what makes up good hygiene as they wash up, and help them develop their small motor skills as they dress. In the kitchen, as food is measured, heated, or chilled, invite your older child to observe changes, ask questions, discover mathematical relationships, or explore scientific method.

Plan Daily Learning Time

Set aside some time for more formal learning. Choose a time when your child is alert but not hyperactive, such as a half hour in the morning after a walk or other exercise or after a midafternoon snack.

Working parents can find 20 to 30 minutes before or after work each day to spend with their children for reading, playing educational games or discussing what they learned during the day. Start by identifying your child's main learning needs and interests: reading, writing, math, science, and social studies. Then select specific activities that you can weave into each day and vary week by week.

Schedule Enriching Experiences

Children gain so much from new experiences that expand their world outside their familiar environment. Michigan's interesting neighborhoods and cultural institutions offer a host of learning adventures. You don't have to overload your child with trips; just don't leave them to chance. And, as much as possible, involve your child in selecting the places to visit. Boosting your child's interest in a few things will pay off in a lot of learning.

Limit Screen Time

TV reduces time for actively reading, playing, or talking with others, which can affect language development, social skills, and creativity. Research suggests limiting your child's viewing to no more than two hours a day, with exceptions for special programs. Use the extra hours for reading, sports, conversation, games, and hobbies. Discourage children from watching TV alone as a substitute for playing or talking with others.



Resources For More Information:

Literature

About Reading Instruction

- Early Literacy Instruction for the New Millennium CIERA/International Reading Association.1999.
- Guided Reading: Good First Teaching for All Children Irene C. Fountas, Gay Su Pinnell. Heinemann, 1996.
- MI Climb (Clarifying Language in Michigan's Benchmarks) Project, explains each Language Arts benchmark and provides example instruction and assessment strategies that help clarify what it looks like in action. http://www.mtip.org/miclimb/. Or call 517-241-4970.
- Much More Than ABCs: The Early Stages of Reading and Writing by Judith A. Schickedanz . NAEYC, 1999.
- Phonics They Use
 Patricia Cunningham. Harper Collins College,
 1995.
- Preventing Reading Difficulties in Young Children National Academy of Sciences, 1998.
- Reading & Writing, Grade by Grade: Primary Literacy Standards, K-3 New Standards, 1999.
- Start Early, Finish Strong
 U.S. Dept. of Education. 877-4ED-PUBS;
 www.ed.gov/pubs/startearly.
- Starting Out Right: A Guide to Promoting Children's Reading Success
 National Research Council, National Academy Press, 1999.
- Teaching Children to Read: A Summary Report of the National Reading Panel. 2000. www.nichd.nih.gov/publications.
- Words Their Way: Word Study for Phonics Vocabulary, and Spelling Instruction Bear, D.R. et.al. Prentice Hall, Inc., 1996.

About Working with Parents & Community Partners

- A path to follow: Learning to listen to parents Edwards, P.A.. Heinemann, 1999.
- Beyond Tokenism: Parents as Partners in Literacy Cairney, T.H. and Munsie, Lynne. Heinemann, 1995.
- Bridging Cultures in Our Schools: New Approaches
 That Work
 WestEd. 2000. 730 Harrison St., San Francisco,
 CA 04107-1242, 415-565-3000,
 www.WestEd.org.
- Building Successful Partnerships. National PTA, National Education Service, 2000.
- Community Update. U.S. Dept. of Education www.ed.gov/G2K/community.
- Compact for Reading/School-Home Activities
 Reading Kit
 Partnership for Family Involvement in Education/
 U.S. Dept. of Education. 877-ED-PUBS;
 www.pfie.ed.gov.
- Family Literacy: Young Children Learning to Read and Write
 Denny Taylor, Heinemann, 1983.
- Parents and Teachers as Partners.
 Rockwell, R.E., Andre, L.C., Hawley, M.K.,
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- The New MegaSkills® Bond: Breakthroughs in Building the T·E·A·M for Better Schools Rich, Dorothy. Dorothy Rich Associates, 1994.



Resources, cont'd.

Organizations:

Center on School, Family and Community Partnerships Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218; 410-516-8818. Web site: www.csos.jhu.edu.

MegaSkills® Home and School Institute 1500 Massachusetts Ave., NW, Washington, DC 20005; 202-833-1400 Web site: www.MegaSkillsHSI.org.

Michigan Department of Education Jan Ellis: 517-373-9391.

Partnership For Learning 1-800-832-2464; Web site: www.PartnershipForLearning.org.

National Center for Family Literacy (NCFL) 325 W. Main Street, Suite 200, Louisville, KY 40202-4251.

National Coalition for Parent Involvement in Education 1201 16th Street NW, Box 39, Washington, DC 20036; 202-822-8405; Web site: www.ncpie.org.

No Child Left Behind, U.S. Dept. of Education 888-814-NCLB; www.nclb.gov.

The Partnership for Family Involvement in Education U.S. Department of Education. 400 Maryland Avenue, SW, Washington, D.C. 20202-8173, 1-877-576-7734; Web site: http://pfie.ed.gov.